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ABSTRACT

Part of a series of biennial national surveys, this document is the result of an international project undertaken by member governments of the Council of Europe. The volume is a study of Norwegian educational research projects that were in progress during 1971-1972. The basis of the survey was a questionnaire developed by the Council of Europe. Responses were received from 11 research institutions, covering a total of 41 projects. Projects are listed alphabetically by description. Data for each include title, organization/institute, name of researcher, progress status, bibliographic references, background and aims, sample size and composition, methods, findings, personnel, time schedule, and financial source. The document concludes with a monograph on the major trends in educational development in Norway in 1971-72 and 1972-73: major educational problems, new orientations, educational innovations, and educational research. (ND)

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EDUCATIONAL RESEARCH
IN NORWAY 1971-1972

ED 074601

SP 009 031

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The Royal Ministry of Church and Education
The National Council for Innovation in Education
Edited by Research Consultant Olav Sunnanå

Survey of Educational Research in Norway 1971-1972

Edited by Research Consultant Olav Sunnanå

Introduction

The present volume of Educational Research in Norway is the second in a series of ~~biennial~~ biennial surveys. It is the result of an international project undertaken by member governments of the Council of Europe.

The basis is a questionnaire, elaborated by the Council of Europe through its Committee for Educational Research.

The first volume: Educational Research in Norway 1969-1970 was prepared by the National Council for Innovation in Education, Royal Ministry of Church and Education. The present volume - Educational Research in Norway 1971-1972 has also been prepared by the National Council for Innovation in Education. The editor is research consultant Olav Sunnanå.

The Royal Ministry of Church and Education has given the National Council for Innovation in Education the task of preparing a summary for the Council of Europe of those projects in educational research in Norway that have been or are now in progress during 1971-1972.

The questionnaire was sent to the institutions, accompanied by the letter from the Council of Europe, on 28 February 1972. The final date for answering was set at 30 September 1972. Answers have been received from eleven research institutions, covering a total of 41 projects and 40 descriptors of these projects.

Enclosed is an alphabetical list of the researchers and the descriptors of the projects. Those who are interested in knowing more about any particular project mentioned in this volume are kindly requested to write to the project leader of the institute where the project is located.

A summary of major trends in Educational Development in Norway in 1971/72 and 1972/73 is given at the back of this volume.

Olav Sunnanå

Oslo, November 15,1972. Olav Sunnanå.

Bergen

Det pedagogiske seminar (The Educational Seminar), University of Bergen

- Waage, Jan Fredrik

Psykologisk Institutt (Institute of Psychology), University of Bergen

- Svendsen, Dagmund

Psykologisk Institutt, avd. for pedagogisk psykologi (Institute of Psychology, section for educational psychology), University of Bergen, in cooperation with Statens spesiallærerskole (State Special Teachers School), Oslo

- Gjessing, Hans-Jørgen, and Nygaard, Hans Daniel

Lillehammer

Hedmark/Oppland distriktshøgskole (Hedmark/Oppland District College)

- Skårbrevik, Karl J.

Oslo

Forsøksrådet for skoleverket (National Council for Innovation in Education, NCIE)

- Berg, Inger and Hofset, Arnold
- Ekornes, K.B., and Johansen, Arnfinn
- Hofset, Arnold
- Johannessen, Reidar
- Karlsen, Bjørn
- Marøy, Olav, and Asheim, Sigvald

Forskningsinstitutt, Anvendt sosialvitenskapelig forskning (INAS), (Institutt of applied social research), University of Oslo.

- Nafstad, Hilde, and Tiller, Per Olav

Forskningsinstitutt, Pedagogisk (Institute for Educational Research), University of Oslo.

- Befring, Edvard
- Bjørndal, Bjarne
- Bø, Ola O.
- Hagesæther, Gunhild
- Norborg, Arne
- Rørvik, Harald
- Sandven, Johs.
- Solstad, Karl Jan
- Stene, Fridtjov
- Strømnes, Åsmund L.
- Vislie, Lise

Institutt for sosiologi (Institute for Sociology), University of Oslo

- Enerstvedt, Rgi Th.

Norsk Rikskringkasting (NRK), (Norwegian National Broadcasting Company)

- Hetager, Synøve Gundersen

Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid (The School Director of Oslo. Office for Innovation in Education)

Arnestad, Åshild Bjerke
Egeland, Finn
Gjøsund, Peik
Husby, Bård
Johannessen, Kjell-Eirik
Kåss, Astrid
Lang, Kristin
Maroni, Knut
Rønjom, Åsmund
Simensen, Aud Marit
Solheim, Marit Rustan

Trondheim

Institutt for industriell miljøforskning, Norges tekniske høgskole (NTH), Universitetet i Trondheim (Institute for Industrial Environment Research, Norwegian University of Technology).

Paasche, Thor.

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CONSEIL DE L'EUROPE

Strasbourg, 1 September 1972 DECS/Rech (72) 29

COUNCIL FOR CULTURAL CO-OPERATION

AD HOC COMMITTEE FOR EDUCATIONAL RESEARCH

NATIONAL SURVEYS OF EDUCATIONAL RESEARCH

Questionnaire and guide lines

27.208
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A. QUESTIONNAIRE

Country .....
Date .....

1. Title of the research (1):

2. Name and address of the organisation/institute in the framework of which the research has been (is being) carried out:

3. Name(s) of the principal researcher(s) (to whom any enquiries may be addressed):

4. Please indicate whether the research is at present completed, partially completed or in progress.

./.

(1) Research to be included in the survey:

(1) The surveys should be limited to research (whether carried out at universities or by organisations outside the universities) that is considered likely to be of actual or potential significance for the development of educational organisation and practice (in a broad sense, including research on curriculum, examinations, guidance, educational methods, administration of the educational system, etc. at the pre-school, primary, secondary and post-secondary levels) and is, at the same time, of more than local interest.

(2) As a rule only that research should be reported which is carried out by qualified researchers and which has an appropriate scale as to population sample, time schedule, financial support, etc.

(3) If an item is concerned exclusively with technical development (e.g. of teaching aids) but does not involve research (e.g. planned system of evaluation), it should not be included in the surveys.

(4) Doctoral theses should normally not be reported unless they are covered by (1) and (2) above.

5. Bibliographic references, if any:

FAMILY NAME OF AUTHOR, First name of author: Title of publication. Place of publication, publisher, date of publication, number of pages.

e.g. SMITH, John: Short- and long-term effects of structural programmes in pre-school education. London, New University Press, 1972, 333 p.

FAMILY NAME OF AUTHOR, First name of author: Title of article. Title of journal, details concerning the journal (volume and issue, date of publication): First and last pages of the article.

e.g. SMITH, John: Intelligence and socio-economic status. Educational Research Tribune, Vol. 2, No. 2, 1972: pp. 3-17.

In the case of research in progress, please indicate, if possible, where it is envisaged that the findings will be published.

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6. Background and aim(s) of the research (hypotheses, if applicable):

7. Size and composition of sample and sub-divisions of the research, if applicable:

8. Methods: (e.g. interviews, questionnaires, literature analysis, etc.)

9. What are the main findings of the research (so far completed) and what implications may they have:

---

10. Number of workers engaged in the research, including those named in item 3:

    (a) researchers:

    (b) others (where applicable state whether these persons belong to a special group, e.g. teachers, social workers, etc.):

11. Time schedule (to be specified as to the sub-divisions, if necessary):

    (a) starting date of the research: month year

    (b) (probable) date of completion: month year

12. Source of finance for the research (e.g. university budget, private foundation, etc.)

B. GUIDE LINES

1. Frequency of the national surveys

National surveys of educational research should be carried out by the national authorities concerned annually or at least every second year.

The first survey should be carried out by the end of 1972 and should cover the years 1971 and 1972 to follow up the last European survey which dealt with the period 1969-70.

2. Questionnaire

The surveys should be based on the common questionnaire agreed upon by the ad hoc Committee for Educational Research. All the items of the agreed questionnaire should be included in the national questionnaires. Further items may, however, be added by the national authorities.

3. National distribution of the questionnaire

Research information should be obtained from all those organisations active in the field of educational research and development, from which returns are necessary to ensure adequate coverage of this field in the country concerned, bearing in mind the criteria for selection set out in the agreed questionnaire.

The term "organisation" comprises university institutes, departments, etc. as well as research bureaux, institutes, units, associations, councils, foundations, etc.

4. Publication and distribution of the surveys

The national authority should publish the replies to the questionnaire in the national language and where this is neither English nor French, in one of the official languages.

At the request of the national authority concerned, the Secretariat of the Council of Europe, Division for Educational Documentation and Research, will offer its help in linguistically revising the translated manuscript, in either English or French, of a national survey.

The national authorities should arrange to have printed or mimeographed sufficient numbers of the official language version to meet the information needs at the European level. At present, the Council of Europe mailing list for the 1970 European survey comprises approximately 500 addresses of educational research and development

organisations and of persons connected with the activities of the Committee. As there is a growing demand for such information, at least 1,000 copies of the official language version should be available for distribution outside the country. Distribution should be carried out by the national authority concerned on the basis of a "European mailing list" to be proposed by the Secretariat in co-operation with the national authorities. Official language versions should be free of charge.

5. Page size and manner of presentation

The page size should be that of the 1968 and 1970 European surveys or should approximate to the international A4 standard.

The national authorities are free to produce bound volumes or to adopt a loose-leaf system.

6. Listing of research in the survey

Research, whether completed, partially completed, or in progress, should be listed under the organisation/institute within the framework of which it has been (is being) carried out.

The organisations should be listed in alphabetical order according to the town in which they are situated.

The research of each organisation should be set out in alphabetical order according to the name(s) of the principal researcher(s).

7. Index

Each national survey, whether in the national language or in English or French, should contain an index giving the alphabetical lists of the researchers and of the descriptors of the projects mentioned. For the indexes of the official language versions, the Eudised thesaurus of educational descriptors in English and French, now in preparation under the Eudised project, should in future be used. At the request of national authorities carrying out the surveys the Secretariat should assist them in preparing the lists of descriptors in English or French.

Details will be settled at the 1973 meeting of editors of national surveys. Provision for this meeting has been made in the CCC programme.

1. (NB: Two projects, a) and b)).
   a) Special instruction and the training of special teachers during the 1960's. A post-study.
   b) Norwegian adaptation (with possible standardization) of the Illinois Test of Psycholinguistic Abilities, Revised edition, by Samuel Kirk et al.

2. a) The State Speial Teachers School, Granåsen 4, 1347 Hosle, in cooperation with the University of Bergen, Psychology Institute, section for educational psychology, Musépl. 1, 5001 Bergen.
   b) The University of Bergen, Psychology Institute, section for educational payshology, in cooperation with the State Special Teachers School.

3. a) Hans-Jørgen Gjessing, Ph. D. Rector
   b) " " " " "

   Hans Daniel Nygaard, Bergen, University lecturer

4. a) The project is completed and has been written in manuscript (218 p.). An application has been made for a printing subsidy on the school research budget.
   b) The adaptation of the test has been completed. An application for funds for the standardization has been made to the budget for school research 1973. On condition that feasible financial support is forthcoming the standardization work should be completed during the course of 1974.

8. a) Questionnaire method, set and open answers.
   b) Psychological test methods, among them logical analyses and statistical analyses as link analysis.

11. a) a. January 1971
       b. Completed September 1972
    b) a. November 1970
       b. December 1974 (?)

12. a) School research funds
    B) " " "

1. Norwegian adaptation of the Illinois Test of Psycholinguistic Abilities.

2. Institute of Psychology at the University of Bergen, in cooperation with the State Special Teachers School in Bærum.

3. Hans-Jørgen Gjessing, professor, responsible professional leader
Hans Daniel Nygaard, amanuensis, daily administrator

4. The project is in progress. The translation and adaptation (pre-testing) have been completed. The standardization work is in the planning stage.

5. GJESSING, Hans-Jørgen and NYGAARD, Hans Daniel, et al:
"Illinois Test of Psycholinguistic Abilities", Norwegian edition adapted for standardization. Handbook with instructions.
Bergen, 1972, 109 p.

   At present the book is only for use for the project workers and for purposes of instruction.

   The University of Bergen Publishing Company will print the work of the project in progress.

6. (The objectives of the test are to show particular weaknesses or particular strengths in the lingual and visual functions in children).

7. The standardization samples will include Norwegian children of the ages 4 to 9 years.

8. The test is an individual test.

10. a. 2
    b. 13
    Special teachers and psychologists. (During the work of standardization there will be a need for approximately 20 new staff members).

11. a. December 1970
    b. December 1974

12. 1) School research funds from the Ministry of Education and Ecclesiastical Affairs.
    2) The State Special Teachers School, Hosle
    3) The University of Bergen, Institute of Psychology.

1. B. 61. 04-14. Studies of Children's Cognitive Development.
   Cognitive processes in the mentally disturbed.

2. Institute of Psychology, University of Bergen, Musépl. 1, 5001 Bergen.

3. Dagmund Svendsen, cand. psychol., university lecturer.

4. Part of the project has been completed.

5. SVENDSEN, Dagmund: Articles in SPESIALPEDAGOGIKK (Sepcial Education), nos. 3, 5, 8 1971, and NORDISK TIDSSKRIFT FOR SPECIALPÆDAGOGIK (Scandinavian Journal for Special Education), no. 3, 1971. p. 209-233.

   Stability in cognitive process in institutionalized, mentally retarded adults. Reportsofrom The Institute of Psychology, University of Bergen, no. 5, 1972.

   Some articles in manuscript are to be published in SPESIALPEDAGOGIKK. It is not possible to make any statements about the place of publication for other articles that are in the process of being written or are planned.

6. To describe cognitive development in children in the age groups 4 - 8. These works have not been completed. The same studies have been made with the mentally retarded. Some of the work in this project has been completed.

7. Almost 200 children at the special schools for the mentally deficient. 100 patients in institutions for the mentally disturbed. . Several hundred children in the age groups 4 - 8 years.

8. Problems that have been constructed on the basis of Piaget's theory of cognitive development, other self-constructed problems that make demands on the cognitive processes and intelligence tests (WISC, CMMS and and Terman-Merrill).

9. To describe the development of cognitive processes in the mentally retarded.
   A description of the range as regards the intellectual qualifications of the pupils attending special schools for the mentally deficient.
   To point out differences in the patterns of development for the different pupils.

10. a. 1
    b. approximately 10 psychology students.

11. The project has been in progress in recent years.

12. Subsidies from the Norwegian Research Council for Science and the Humanities (NAVF) and The Research Fund for the Mentally Retarded

1. Conceptions of occupations and educational directions in the school environment.
2. The Educational Seminar, University of Bergen, Musépl. 1, 5001 Bergen.
3. Jan Fredrik Waage, project leader
4. The collection of data is almost finished. The first reports will be finished in November-December 1972.
5. The reports will be published in the report series from The Educational Seminar (Det pedagogiske seminar), University of Bergen.
6. To chart how school students evaluate and conceive of some of the more ordinary occupations.
   A study of the knowledge of occupations as regards tasks and requirements for education.
   A study of the knowledge of and conceptions of occupations as the basis for making decisions.
7. A questionnaire survey that included 700 students in the comprehensive school, half of them from Bergen, the others from rural communities in Nord-Hordaland.
   Smaller groups were intensively interviewed.
   10 adults have been intensively interviewed about the decision processes connected with the choice of education-occupation.
8. Questionnaires with open questions.
   Questionnaires with scales for the evaluation of occupations
   Interviews
9. The results seem to indicate that school youth is given knowledge of a limited register of occupations that are particularly "visible" and immediately understood.
   In addition the desirability of the occupations appears to be connected with social status and income, which may be of importance to a society that wants a broader range of occupational desires.
10. a. 1
    b. 1 consultant for EDP, various student assistants
12. Allocations from the Norwegian Research Council for Science and the Humanities (NAVF) in 1970, 1971 and 1972.

1. Norwegian edition of "Social Learning Curriculum for Mentally Retarded".

Hedmark/Oppland District College, 2601 Lillehammer

3. Karl J. Skårbrevik, District College Lecturer
   Hans Tangerud, Mag. art., Director

4. The project has just begun.

6. To translate and try out a training program in social skills (proficiencies) for mentally retarded.

7. Trying out of instruction program in classes, final formulation on the basis of reactions from the teachers.

10. b. We will continue to contact more teachers, asking them to participate in the project.

11. August, 1972
    ?

12. Allocation from the Council for Special Education.

1. Experiment to cover the supervision function for primary school children at Ravnkollen District School, 1972/73.

2. Ravnkollen School, Ravnkollbakken 71, Oslo 9.

3. Inger Berg, project leader.

4. The experiment began with the school-year 1972/73.

5. National Council for Innovation in Education (NCIE), Information Series: Experiment and Reform (Forsøk og Reform).

6. Ravnkollen School and Day-care Institution is in one building and built as an open landscape. Because of this it was found desirable to see if the primary school children who need supervision beyond the ordinary school day could also be allowed to be in the institution from 0800 hours to 1700 hours.

7. The school has two classes at the first, second and third grade levels. 15 children in each grade need supervision: 45 pupils.
During the experimental period there are 15 children from the first grades and 15 children from the second grades included in the group receiving supervision. A total of 30 children.

8. A charting of the need for supervision of primary school children has been made. This charting survey may be obtained from the National Council for Innovation in Education.

10. a. 1
    b. The teachers at the school are responsible for the supervision. Sociology student Ellen Hammer is doing the action research in conjunction with the supervision function of the primary school children at Ravnkollen.

11. a. August 1972
    b. June 1973

12. The Ministry of Consumer Affairs and Government Administration.
2 extra teachers: These expenses are shared by the Central Govt. and the community: The Ministry of Education and Ecclesiastical Affairs and The Oslo School Board.
Fall, 1972: Subsidies to the 2nd. section of the free-time supervision from: The Ministry of Consumer Affairs and Government Administration.

1. Field tests with pre-school classes.
2. National Council for Innovation in Education, Postbox 8150, Oslo-Dep. Oslo 1./ Institute for Educational Research (1 thesis), Box 1092, Blindern, Oslo 3.
3. Inger Berg, project leader (content, methodology in the program)
   Arnold Hofset, Ph.D, førsteamanuensis. (Follow-up, data collecting, guidance for student).
4. Completed 1971.
   Report expected to be finished in October 1972.
5. Theses: SMEDSVIG-KARLSEN, Siri: Concept Development in the Pre-School Child. Mimeographed, Institute for Educational Research. Oslo, 1970. ca. 150 p.
6. Investigation of the feasibility and testing of the organization and content of a pre-school offer for six-year-olds, located in a regular primary school.
   Provisional effect study.
7. About 830 6-year-olds, somewhat casually chosen (no need criteria used) from about seven communities spread throughout the country.
   Control group of first graders without pre-school experience, from the same communities.
8. Questionnaires to teachers and parents.
   Interviews with teachers and parents.
   Tests (school achievement, attitudes, sociometric) for children after they entered the first grade.
9. This type of pre-school is very feasible.
   Very positive attitudes on the part of both parents and children.
   A number of changes/improvement proposals
   Uncertain findings as to the effect on the children of pre-school experience.

   Final report on the project and its results will be available in October 1972.

Arnold Hofset: Field Trials with Pre-school Classes

10. a. 1
    b. project leader, student/assistant
11. a. August, 1969
    b. October 1972
12. National Council for Innovation in Education (NCIE)
    Norwegian Research Council for Science and the Humanities (NAVF).

1. Modernisation of Mathematics Teaching.

2. National Council for Innovation in Education (NCIE)
Postbox 8150, Oslo-Dep. Oslo 1.

3. K.B. Ekornes, project leader
Arnfinn Johansen, cand. real., project leader.

4. The research in the 9-year compulsory comprehensive school was actually completed in the spring of 1972, but because of the discussion of the New Experimental Plan of 1971 ("Mønsterplanen") Alternative 2 will continue only as the subject for experimentation. It is believed that this experimentation should continue with details of the program being taken up separately. Another problem is the differentiated problems inevitably raised by the New Experimental Plan.

5. The results will be printed as a special booklet in "Forsøk og Reform" ("Trial and Reform").

6. a. Introduction of modern mathematics
b. Testing of the Nordic mathematics committee's proposals
c. Development of the instruction material and testing of this.
d. Through experiences gained, the evaluation of the revision of the specialized curriculums and instruction materials.
e. Reform.

7. All committees (samples) have had representatives of
mathematicians
teachers at various levels in the school
representatives from the councils in question in the school system
textbook authors
evaluating expertise

8. Courses, meetings, questionnaires, interviews, tests, quizzes

9. a. Training of the teachers
b. Development of the textbooks
c. Experience in practical instruction

New attitudes on the part of the teachers, and in part, new student attitudes.

10. This is difficult to answer. There were about 100, mostly teachers for the primary grades and for the upper secondary schools.

11. a. 1965
b.

12. The Nordic Council; later the National Council for Innovation in Education.

1. Differentiated instruction in Norwegian and mathematics in the primary school.

2. National Council for Innovation in Education/Institute for Educational Research.

3. Arnold Hofset, Ph.D. , førsteamanuensis.

4. Completed.

5. HOFSET, Arnold: Differentiation in the primary school. Oslo, NCIE/ University Publishing Company, 1972. Approx. 175 p.

6. Differentiated instruction will result in better progress at school and more positive attitudes than non-differentiated.

7. Approximately 800 school "beginners" in the fall of 1968.

8. Tests of various kinds, questionnaires and interviews with teachers.

9. Hypotheses confirmed as to mathematics, not for Norwegian.

10. a. 1
    b. 1 teacher (project leader), 1 school psychologist, 51 teachers and clerical help.

11. August, 1968
    to October 1972.

12. National Council for Innovation in Education (NCIE) and Norwegian Research Council for Science and the Humanities (NAVF).

1. Individualized Mathematics Instruction(Norw: IMU).

2. National Council for Innovation in Education (NCIE).

3. Reidar Johannessen, project leader.

4. The project is in progress.

5. The results will be printed in the NCIE's information series.

6. a) To attempt an instruction form that is for the large part self-instructing and to gain experience with such instruction methods.
   b) To try out an instruction plan in mathematics based on individualization, and to register the positive and negative effects of such a program with regard to the pupils' technical and social development, and to the relationship between pupil/teacher.
   c) To try out an organization model that makes possible a differentiated instruction without course streaming.
   d) To register how pupils with special difficulties manage this program, and to revise the program on the basis of these experiences.
   e) To find out to what degree the IMU-material can improve the instruction situation in small schools.
   f) To register the reactions of the teachers, the pupils, the administration and the parents to such an instruction program.

7. Application from the schools on the initiative of the schools themselves.

9. Provisionally a new version (N2) of IMU has been published. This has been written on the basis of the experiences gained with the first version (N1).

10. a. 2/3 man
    b. 1 project leader and a project committee with 6 members.

11. a. 67/68
    b. 1974

12. National Council for Innovation in Education (NCIE) and subsidies from the Norwegian Research Council for Science and the Humanities (NAVF).

1. Norwegian in unified classes.

2. National Council for Innovation in Education (NCIE).
   Sandakervn. 56, Oslo-Dep. Oslo 1.

3. Bjørn Karlsen, project leader.

4. Project is in progress.

5. (Thesis): SLETTA, Olav: Study techniques in the 7th grade. The teachers' experiences after one year's experimental activity. Oslo, NCIE, 1972.
   (Periodicals): "Norwegian in unified classes".
   Forsøksnytt (Experimental News), no. 4/1972.

6. To investigate whether it is possible to give unified instruction in Norwegian to classes at the comprehensive school level.

   To try out material that will make it possible to engage in unified instruction at the comprehensive school level.
   A desire for a certain amount of professional renewal.

8. Questionnaires, analyses.

10. a. 1
    b. Gyldendal Norwegian Publishing Company
       Regional leaders: 8 persons
       Project committee: 6 persons
       (In addition, approximately 1350 teachers at about 270 schools).

11. a. 1964
    b. June, 1975

12. Funds from the budget of the National Council for Innovation in Education (NCIE).

1. The integration of mentally retarded children in the regular school. Educational-Psychological Guidance Offices.

2. National Council for Innovation in Education.

3. School principal Olav Marøy, Hovden skole, 6150 Ørsta.
School psychologist Sigvald Asheim, 5500 Haugesund.

4. The projects are in progress.

6. Integration of the physically handicapped in the regular school.

9. Positive results, insofar as can be observed. Similar experiments are being tried out in other places, also.

11. a. August 1968
b.

12. Subsidies from the National Council for Innovation in Education (NCIE).

1. Norwegian day-care institutions as the pre-school personnel evaluate them (Project I).

   A comparison of social features in children with and without experience from day-care institutions (Proejct II).

2. Institute of Applied Social Research (INAS), Postbox 1100, Blindern, Oslo 3.

3. Hilde Nafstad, cand. psychol., project leader
   Per Olav Tiller, cand. psychol., project leader

4. The data collection has been completed for both projects.

5. Will be issued first as INAS-reports

6. Contract-initiated research that is to attempt to clarify the problem complex: What qualitative offer do the Norwegian day-care institutions represent today and what offers whould they represent in the future.

7. The whole population of the Norwegian day-care instititution personnel was asked to participate (Project I).

   About 100 children. Half of these had experience and half of them lacked experience with day-care institutions. The children were "matched" as to the variables age, sex, number of siblings, mother's and father's incomes and education.

8. Questionnaires (Project I)
   Observation and interviews (Project II)

10. a. 2 (Project I), and 2 (Project II)
    b. 5 (Project I), and 4 (Project II)

11. a. August 1971
    b. January/February 1973

12. Institute for Applied Social Research (INAS) and the Ministry of Consumer Affairs and Government Administration.

1. Youth in an urban society. A social-pedagogical study of Oslo youth.

2. Institute for Educational Research, Box 1092, Blindern, Oslo 3

3. Edvard Befring, mag. art., amanuensis.

4. Completed.

5. BEFRING, Edvard :
   Oslo, Institute for Educational Research, 1969, ca. 60 p.

   BEFRING, Edvard : Youth in an Urban Society. Oslo, University Publishing Company, 1972 (now being printed), ca. 380 p.

6. Survey study of Oslo youth.
   Study of educational career, use of spare time, use of stimulants, free-time traveling and authority protest - considered in relation to social background.
   Among other factors a trial of"the social context thesis".

7. A total of 1468 respondents (boys and girls) aged 12 - 22 years.

8. Interviews carried out at "typical meeting places" for young people in the city area.
   Interviewing carried out by 155 students on Wednesday, 24 April 1968.

9. The project reveals marked variations between young people from Oslo's working-class area (East side) and the middle-class districts (Mid-west area) both as to type/extent of education, membership in free-time organizations, etc.
   The social-ecological differences reinforce the socio-economic variations (refer to "the social context thesis").

10. a. 1 ½
    b. 1/4
    a. Besides 1 full-time researcher (the person responsible for the project), there is a scientific assistant working half-time.
    b. Office-technical help 8-10 hours per week.

11. a. January 1968
    b. February 1972 N.B. During 1969 the person responsible for the project was fully occupied with other matters.

12. National Council for Innovation in Education (NCIE) and the Norwegian Research Council for Science and the Humanities (NAVF).

1. Environmental Education in the 9-Year Compulsory Comprehensive School.
2. Institute for Educational Research, Wergelandsveien 15, Oslo 1.
3. Bjarne Bjørndal, Ph.D., University lecturer
4. The project will be finished in the course of 1976/77.
5. Special reports are published every year under the name "Report from the Environmental Education Project".
6. The objectives of the project:
   a. Formulation and trial of a methodology for the construction of instruction units and instruction sequences.
   b. Construction and trial of a materials-methods system with the object of renewing instruction in local studies and natural science subjects.
   c. Trial of a methodology for training teachers in the use of the system.
   d. Trials of working and organizational forms for use in inter-subject cooperation in the development of pre-fabricated instruction.
   e. Trying out of a methodology for subject and pedagogical/methodological refresher-training of teachers.
   f. Gain experiences in the use of educational system-thinking in pre-fabricated instruction.
   g. Gain experience in the dissemination of the project's theoretical basis and practical results.
7. For 1972/73: 2nd trial of finished instruction units:
   1st grade: 70 teachers/classes
   2nd grade: 64 teachers/classes

   1st trial of finished instruction units:
   3rd grade: 3 - 5 teachers/classes
   4 th grade: 3 - 5 teachers/classes
8. a. Criteria related tests
   b. Teachers' reports
   c. Interviews with teachers
   d. Questionnaires/tests for measuring the pupils' attitudes, interests and motivation.
9. 1) Cooperation-methodology for subject specialists in natural science and education, teachers and student teachers.
   2) Subject innovation through Educational Centra.
   3) Development of educational system-thinking for use in pre-fabricated instruction.

10. a. 5
    b. Teachers, student teachers, subject specialists in physics, biology and chemistry (25 persons).

11. a. June 1969
    b. 1976/77

12. The National Council for Innovation in Education (NCIE)
    School Research Committee
    Institute for Educational Research

1. Factors in language perception.
2. The Institute for Educational Research, University of Oslo
   Box 1092, Blindern, Oslo 3.
3. Ola O. Bø, Ph.D., førsteamanuensis
4. Completed
5. Thesis: mimeographed copies
6. a. Investigation of which perceptual factors can be separated within language perception.
   b. Investigation of to what degree these factors are a part of reading and writing.
   The objective was to obtain a more definite basis for the differential-diagnosing of children with language deviations.
7. Approximately 250 children in the second grade in Oslo.
8. Testing (special battery of tests as well as reading and writing tests).
9. About 60 % of the observed true variations in language perception could be designated on the basis of the test-battery used. Three factors could be separated. The highest weight was given to a decoding factor, followed by a general language factor. A memory and discrimination factor carried comparatively little weight in the language perception test.

   In the reading and writing tests general language factors had the highest weight, the decoding factor relatively little weight.

   The results have certain implications for the diagnosing of language difficulties.
10. a. 1.
    b. Difficult to determine.
11. a. 1965
    b. 1971
12. Funds granted by the Norwegian Research Council for Science and the Humanities (NAVF) and the University of Oslo.

1. ABC-project

2. Originally the Oslo Municipal School Administration, Section for educational development work.
   The project leader is now attached as a research assistant (NAVF) to the Institute for Educational Research, Postbox 1092, Blindern, Oslo 3.

3. Gunhild Hagesæther, cand. pæd, research assistant.

4. The experiment itself has been completed. The data have not been correlated.

6. The object is to clarify what importance the choice of letter-type used in the beginning reading instruction has for the child's accomplishments in reading and writing.

7. 40 classes.
   The classes were divided into four groups that were taught from different experimental textbooks (two different books, both of which are available in an edition with large letters and an edition with small printed letters).

8. Mainly

9. The data have not been correlated.

10. a. 1
    b. Students in education have periodically been involved with the testing and coding.

11. a. 1969
    b. 1974

12. The project was originally financed by the Oslo municipality's allocations to the Section for educational development work. The Norwegian Research Council for Science and the Humanities (NAVF) now pays the wages of the project leader and other current expenses.

1. Pre-school Project.

2. Originally Oslo Municipal School Administration, section for educational development work.
   The project leader is now attached to the Institute for Educational Research, Box 1092, Blindern, Oslo 3.

3. Gunhild Hagesæther, cand. pæd., research assistant.

4. The project is partially complete. The data have not been completely correlated.

6. To formulate a methods plan for the school-preparatory instruction in the pre-school classes, and to measure the effectiveness of this.

7. The applicants were matched in their school district, and for sex, age and intelligence age, and distributed casually among experimental and control-groups. The experimental pupils were given a place in the pre-school classes. Originally each of the groups had 56 children.

8. Teachers' evaluations.
   Questionnaires (to the teachers and parents)
   Individual tests with interviews
   Group tests

9. The data have not been completely correlated.
   It appears that it will be possible to show a positive effect from the pre-school offer both at the beginning, in the middle and at the end of the first regular school year.

10. a. 1
    b. 4 (these have only been involved in the project periodically).
       Help in conjunction with the testing: A school psychologist and a student in education.
       Help with working out the methods plan: A teacher.
       Help with coding/data processing: A student of education.

11. a. 1970
    b. 1973

12. The experiment itself (the teachers' wages) was financed with funds from the Oslo School Administration. The planning of the research, the following up and correlating are being financed by the Central Government's allocations for school research.

1. NOVU-Project (Nordic Adult Instruction Project).

2. Council for Adult Education/Nordic Culture Secretariat

   Institute for Educational Research, Oslo (Box 1092, Blindern, Oslo 3).

3. Arne Norborg, cand. paed.

4. The project is in progress.

5. SKINNINGSRUD, Tone: Education Demand - Demand Analysis I
   Mimeographed report from NOVU 1971
   Oslo, 1971, 80 p + appendix

   DIMMEN, Åsmund: Data-collection Methods in Survey Studies, Interview or Mailed Questionnaire
   NOVU-Report 1972
   Oslo, 1972, 120 p + appendix

6. The direct background for the NOVU-Project is the work that has been done by the Council of Europe's study-group on "New types of out-of-school education". It was suggested that work-groups be established on a regional basis to try out in practice some of the results at which this group had arrived. The objective is to try out the practical method of procedure for the implementation and evaluation of a multi-media project based on a systems-approach model.

8. Interviews, questionnaires, literature studies

9. In two reports - one Norwegian and one Swedish - the problems of media/methods choice have been discussed. An effort has been made to evaluate the possibilities of trying out alternative media-methods combinations in conjunction with the production of tests. The results and evaluations from this work of the production of tests are to be presented at the meeting of the Nordic NOVU-group at the end of November. At this time the experiences that have been gained will be discussed and correlated in order to obtain the best possible starting point for the final production of the instruction program.

10. a. 4
    b. 2
    1 project leader
    3 in the steering group
    a) an instruction-technology expert
    b) a specialist in practical adult education
    c) a specialist in mass-media
    2 contract-researchers in conjunction with part-projects

11. a. January 1971
    b. 1974

12. At present the Nordic Culture Secretariat, Copenhagen, Denmark

1. Moral judgment in Piaget's research tradition.
2. Institute for Educational Research, University of Oslo
   Box 1092, Blindern, Oslo 3.
3. Harald Rørvik, Mag. art. amanuensis
4. Is in progress.
5. Not published. (thesis)
6. Comparison of Piaget's and Kohlberg's criteria and research results.
7. Ages 9, 12 and 15.
   About 400 pupils.
8. Questionnaire based on Piaget's and Kohlberg's interview stories.
9. No results as yet.
10. a. 1
    b. 0
11. a. 1967
    b. 1974
12. Subsidy from the Norwegian Research Council for Science and the Humanities (NAVF).

1. The Education Ideology of Different Social Groups. With special interest in the importance of the education-ideological conflicts for the pupils' level of well-being.

2. Institute for Educational Research, Box 1092, Blindern, Oslo 3.

3. Johs. Sandven, Ph.D., Professor of education.

4. The project is in progress.

5. **Abstract:** SANDVEN, J. (1971). Causes of Lacking Sense of Well-being in School. A comparative study in the youth school and gymnasium. *Scand. J. educ. Res. 15*, 21–60. The major aim of the study was to explore causes of a lack of sense of well-being in school through systematic comparisons among students indicating different degrees of sense of well-being, the comparisons being made with respect to various personality and environmental factors. Data collected for about 3,500 students in the ninth grade of the youth school in 1966 as well as data secured by later follow-up study in the gymnasium offered the possibility for comparative analysis with regard both to environmental conditions and personality traits. The investigations made evident a clear connection between sense of well-being in the youth school and in the gymnasium, thus indicating the influence of personality factors and possibly of environmental factors outside school. A marked difference in sense of well-being was found between students on the highest course level in youth school and students on the lower course levels, the result indicating that the youth school has not succeeded in adapting its program to the latter group. As the youth school is organized presently, intellectual capacity seems to affect sense of well-being considerably more than socioeconomic background. The personality factor most markedly related to sense of well-being proved to be school achievement motivation.

REFERENCES

ØSTLYNGEN, E. (1939). *Skolen fra elevenes standpunkt. Undersøkinger blant folkeskolebarn i Oslo* (School in the eyes of the students. Investigations among students in the elementary school in Oslo). Gyldendal Norsk Forlag, Oslo.

SANDVEN, JOHS. (1968). Students in general and school-rejecting students compared. Results from an investigation concerning relations to school and personality characteristic among 9th graders in the compulsory school. *Scand. J. educ. Res. 12*, 91–140.

SANDVEN, JOHS. (1969). Recruitment to the gymnasium. A study of the influences of socioeconomic and personality factors on recruitment to the gymnasium. *Scand. J. educ. Res. 13*, 29–63.

SANDVEN, JOHS. (1970). Students with lowered mark for conduct at the end of the youth school. A study of their situation in school, their background and possibilities. *Scand. J. educ. Res. 14*, 74–104.

8. Various methods. The major part of the material was collected with the help of two extensive inventories.

10. Has varied a great deal during the course of the work. At present, 3 persons, including the leader.

12. The Norwegian Research Council for Science and the Humanities (NAVF).

1. Connection between personality traits and behavior in the didactic role.

2. Institute for Educational Research, Box 1092, Blindern, Oslo 3.

3. Johs. Sandven, Ph.D., Professor of education.

4. The project is in progress.

5. (periodicals) SANDVEN, Johs.: Educational research in Norway in the 20th Century up to 1960.
PÆDAGOGICA EVROPÆA, 1967, p. 167-191.

8. Study of reaction traits using many methods, among these projectometry.
Experimental didactic situation using internal TV.
Observation, inventories, achievement tests.

10. a. 1
b. 2
The staff has grown as the work has progressed. At present, an additional 2 persons.

12. The Nordic Culture Fund.

1. "Pupil Performances in Large and Small Comprehensive Schools".

2. During the period 1/9 1969-1/9 1972 the project leader worked at the Institute for Educational Research, University of Oslo. As of 1/9 1972 the project leader is attached to the University of Tromsø, but the project maintains its files and working plan for assistants at the Institute for Educational Research until 1/1 1973. As of 1/1 1973 the project address will be: Institute for Social Sciences, Kaigt. 3, 9000 Tromsø.

3. Karl Jan Solstad , mag. art. Project leader.

4. The project began in the fall of 1969. The data collection was completed during the summer of 1972, and the correlating of the data will be finished during the fall of 1972. The project is expected to be completed in 1974. A couple of the part-reports have been finished (see next point).

5. 1) HASLE, Jon A.: Individualized instruction in large and small comprehensive schools. University of Oslo, Mimeographed thesis,/Oslo, 1972, 183 p + appendix.

   2) SOLSTAD, Karl Jan and HASLE, Jon A.: Thought-Trimming. Development of an ability test at the comprehensive school level.

   Mimeographed research report. 1972, 72 p + appendix.

6. Main objective: To obtain knowledge and insight that can form a more definite basis in the question of locating comprehensive schools.

   Part-problems: Teacher recruitment as a function of the school's size and the ecological factors.
   - Pupil performances considered in connection with physical condition and strength.
   - The relevancy of the comprehensive school from the pupil's point of view as a function of ecological factors and occupational/educational plans.
   - Individualized mathematics instruction (refer to point 5).

7. Pupils at 55 schools, approximately 3,600 pupils.
   The samples are, within certain strata, casually defined by the school's size and degree of centralization. The school is the sample unit.

8. Questionnaires to the pupils. Results of examinations. Information from the administration at the schools and from official registrations.

9. IMU appears to function somewhat better at small schools than in larger schools (but there are certain qualifications of this, refer to theses listed under point 5).

10. a. 1
    b. 4 research assistants in part-time jobs, at different times.

11. a. September 1969
    b. 1974

12. Allocations from the Ministry of Education and Ecclesiastical Affairs (total of Kr. 250,000 over a period of 3 years, 1970-1972).

1. "Comparative Physical Education".
   Complete name: "Objectives and methods of physical education in England, Sweden and West Germany. A comparative study".
2. Institute for Educational Research, Box 1092, Blindern, Oslo 3.
3. Fridtjov Stene, cand. pæd., university lecturer.
4. The data has been collected and is in the process of correlation and copying.
5. The results will be printed by the University Publishing Company, Oslo.
6. The object was to become acquainted with the relationship between objectives and methods for the pedagogical activity in physical education in Sweden, England and West Germany. On this basis a structure for the physical education pedagogical work in the schools can be built up.
7. The samples were comprised of teachers working with physical education in the individual countries' elementary and secondary schools. Teachers who train physical education teachers at the teacher-training colleges, the universities and the sports colleges.
8. A pre-test in Norway was based on an evaluation form (semantic differential pattern). In addition, interviews with teachers and observations of their instruction have been used.
   Literature in the form of books, curriculums, mimeographed guidance sheets, etc., have been studied.
10. The project leader has been working alone.
11. a. December 1969
    b. December 1973
12. Subsidies from the Norwegian Research Council for Science and the Humanities (NAVF).

1. A Study of Teacher Effectiveness

2. Institute for Educational Research, Box 1092, Blindern, Oslo 3.

3. Åsmund L. Strømnes, Ph.D., dosent.

4. The project was begun in 1970.
The collection of material from the first phase has been completed and the writing of reports is in progress.

5. Theses, reports, all mimeographed.

STRØMNES, Åsmund L.: Analysis of American Teacher Effectiveness Studies Oslo, Institute for Educational Research, 1968. 20 p + 10 p.

STRØMNES, Åsmund L. and KLEVEN, Thor Arnfinn: Nordic Teacher Effectiveness Studies. Oslo, Institute for Educational Research, 1970, 48 p.

STRØMNES, Åsmund L. and KLEVEN, Thor Arnfinn: An Instrument for the Measurement of Teacher Effectiveness. Oslo, Institute for Educational Research, 1971, 30 p.

STRØMNES, Åsmund L. and KLEVEN, Thor Arnfinn: An ITV-Program in Teacher Training. Oslo, Institute for Educational Research, 1971. 29 p + 41 p.

STRØMNES, Åsmund L.: Teacher Recruits During Training. A representativity analysis. Institute for Educational Research, Oslo. 1972, 72 p + 27 p.

KLEVEN, Thor Arnfinn: Reactions in Critical Classroom Situations.. An attempt to train and measure a special facet of teacher effectiveness. Oslo, Institute for Educational Research, 1972. 200 p.

The publishing of the results of this work will be as mimeographed reports at first. The final reports (two large works) will perhaps be published in book form.

6. The main problems set are these:

   a) What are the factors affecting the learning of the components that comprise the variable "teacher effectiveness"?

   b) Is there a correlation, and if so, how much of one, between the variable "teacher effectiveness" on the one hand and knowledge variables, perception variables and single-coded variables?

   How certain will the prediction of teacher effectiveness be on the basis of the variables within the three latter groups, individually and in combinations?

7. Two classes of student teachers in their second year of study from four teacher training colleges. 1970 and 1971
   Purposive sample.

8. Field experiments
   Personality tests. Perception tests. Creativity tests. Evaluation of teacher effectiveness. Observation. Knowledge tests.
   Measurements before and after the experimental phase.

9. It is too early to make any statements.

10. a. Researchers: Å.L. Strømnes and Th.A. Kleven. Kleven has taken leave of absence at times, and two other people have worked as substitutes.

    b. Others: The project has received much practical aid from practice-teaching supervisor B. Bentsen, teachers I. Dahl and O. Larsen, all from Kristiansand.

11. a. January 1970

    b. 1975

12. The National Council for Innovation in Education has allocated about Kr. 160,000, and the School Research Committee has granted 10,000 Kr.

1. Achievement Motivation and Achievement Anxiety.

2. Institute for Educational Research, Box 1092, Blindern, Oslo 3.

3. Lise Vislie, Ph. D., førstelektor

4. The project is in progress. Part-projects have been completed.

5. (Thesis) VISLIE, Lise: "Stimulus research in projective techniques. A study related to the measurement of achievement motivation." Oslo, University Publishing Company, 1972. 360 p.

Additional reference is made to the M.A. thesis by the same author: "Achievement motivation and achievement anxiety. A study of a group of asthmatic children and a group of healthy children." Oslo, 1964. Mimeographed thesis, S.V. Liberary.

(Periodicals):

Pedagogy

VISLIE, Lise: "Pre-school/and achievement motivation research". Will be published in The Norwegian Education Periodical (Norsk Pedagogisk Tidskrift).

Additional reference is made to a number of mimeographed reports obtainable from the project leader.

6. Methods studies (Achievement techniques - TAT).
Development of the achievement motive at the pre-school age.

7. Since this is a matter of several part-projects, reference is made to the reports under point 5 for more details on the samples.
The planned "development project" will include experiments, observations of small groups of children at the pre-school age.

8. See point 6. Projective techniques, questionnaires (TASC and others), observations.

9. The results are mainly of "technical" importance, in other words, in relation to test- methodological questions.
In addition, it should be stressed that the project has what is mainly a theoretical objective (the Achievement theory, the relationship between motivation and anxiety, socio-group differences, sexual differences, aspects of development).
The development studies, which are at the preparatory stage, may be seen in a pre-school educational perspective.

10. a. 1

    b. Aside from incidental assistant aid only the project leader has been involved in the project described here.

11. a. 1963[1], 1966, 1971

    b. ?

12. The Norwegian Research Council for Science and the Humanities (NAVF).

1) Concerns the <u>first</u> project involving the asthmatic children, see Point 5.

1. The educational system in the German Democratic Republic.
2. Institute for Sociology, University of Oslo, Blindern, Postbox 1096, Oslo.
3. Regi Th. Enerstvedt, Mag. art., university lecturer.
4. Partially complete
5. Difficult to say.
6. Mainly a presentation of the educational system as a whole seen in relation to the economic and social structure.
7. Direct observations as well as written sources and unstructured interviews.
8. Refer to point 7.
9. The most interesting feature of the educational system is the effort to break with the education monopoly and ensure a democratic recruitment for higher education, and the efforts to connect the school and production life.
   I am trying to compare this with similar experiments in the Norwegian school system, and believe that the data confirm a hypothesis that actual democratization and
   the connecting of the school with meaningful labour in the society, with life itself, is an impossibility within the framework of a capitalistic, economic structure.
10. Just the project leader.
11. a. Difficult to state.
    b. December 1972.
12. Main part of the work done as a grant recipient from Norwegian Research Council for Science and the Humanities (NAVF). Have also received financial support and aid from the Ministry of Education, GDR (DDR).

1. Multimedia course in modern mathematics for teachers in the comprehensive school.

2. The Norwegian National Broadcasting Company (NRK), Majorstua, Oslo 3.

3. Synøve Gundersen Hetager, cand. polit., project leader.

4. Parts of the project have been completed, and some parts are now in progress.

6. a. Completed portion: "Trial of alternative presentation variations for television instruction".
   Objective: To determine the effect of different presentation variations.

   b. Completed portion: Report from the studies made in the spring of 1972 in connection with transmission of programs on modern mathematics.
   Objective: To determine number of viewers, effect of marketing measures and practical information as to broadcasting times, etc.

   c. Objectives of the remainder:
   1) Determine professional fulfillment of objectives
   2) Determine perseverance in course participation
   3) Determine attitude changes towards the course.
   4) Evaluation of teaching aids in multimedia programs.

7. Re 6. a. 113 mathematics teachers in the comprehensive school in Oslo and Akershus.
   Re 6. b. 1) 3500 parents and 700 teachers of pupils in the primary school's 1 - 6 grades.
   2) Same as in point 6. a.
   Re 6. c.: Approximately 2000 comprehensive school teachers - Of these 300 were chosen for special research purposes.

8. Questionnaires.

10. a. 3

11. a. February 1972
    b. December 1973

12. The Ministry of Education and Ecclesiastical Affairs and The Norwegian National Broadcasting Company (NRK).

1. Experiment with school clinics
   Reorganization of remedial instruction in the primary school.

2. Office of the Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.

3. Åshild Bjerke Arnestad, Project leader. (Cand. mag.).

4. The project is in progress.

5. Up to the present two reports on the project have been published. Report no. 1 is out of print, Report no. 2 may be obtained upon application to the Section (address, see point 2, above).
   "Experiments with school clinics."
   "School clinics. Experiment with partial integration of remedial instruction".
   Office of the Superintendent of School Inspectors (see point 2, above), Oslo, 1970 and 1971. 25 p and 42 p, respectively.
   The reports from the Section for educational development activity have, up to the present time, been issued in mimeographed form by the Office of the Superintendent of School Inspectors, Oslo.

6. The school clinic is an effort - within the framework of the class - to find new ways to give support to pupils who need more help than the class teacher can give by himself.
   This activity has been concerned mainly with Norwegian and mathematics. The prophylactic (preventive) activity has been given priority, so that much attention has been devoted to the pupil's start in school. In addition, an effort has been made to influence the school society for greater contact among the teachers, and between teachers and others whose work is connected with the school, the school doctor, the school psychologist, the speech therapist.
   It is believed that good methodology for the beginner instruction and rapid help for beginning subject difficulties can prevent greater and more extensive difficulties. It is also hoped that by expanded cooperation in the school there will be a better utilization of the school's group of professionals and increased exchange of ideas and knowledge.

7. During the year 1972/73 the following number of schools and pupils are participating in the experiment:

School clinic lst-3rd grades:	3 schools	43 classes	1010 pupils
" " lst-6th " :	3 schools	48 classes	1162 "

School clinic + OBU[+)] : 1st-3rd grades: 2 schools 15 classes 401 pupils

Participation in a 3-year effect survey, begun during the school-year 1970/71, includes:

School clinic 1st-3rd grades:	3 schools	12 classes	306 pupils
Control schools :	3 schools	14 classes	376 pupils

The control schools have been matched as to size and location.

+) Reorganization of beginner instruction

8. Tests at the beginning of school, knowledge quizzes in some of the classes, questionnaires, oral and written reports from the teachers.

9. The questionnaire surveys have shown that pupils, parents and teachers at the experimental schools have a positive attitude towards the undertaking.

The experimental arrangement has had an effect on cooperation within the schools having a school clinic.

In this and other experiments related to beginner instruction methodological instructions have been drawn up that have been well received by the teachers.

A number of schools in the community have applied to take part in the experiment. Some schools have, on their own initiative, established similar arrangements outside of the experiment. Other communities have sent a number of inquiries, and it is known that similar efforts are now being established.

10. During the school-year 1972/73: Besides the project leader 9 teachers are working as clinic leaders.

11. August 1968
? ?

12. Municipal funds.

1. Evaluation by pupils, mothers and teachers of different forms of auxiliary instruction.

2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.

3. Finn Egeland, Project leader, cand. pæd.

4. All of the material has been collected. The EDP-operation and writing up of results are in progress.

5. Publications issued by the Office of the Local Superintendent of School Inspectors, Section for educational development activity, Oslo.

6. Among the many forms for auxiliary instruction there has been concentration on the following, that are known to be established:

   A: Schools for backward children

   B: Classes for backward children

   C: Remedial groups (child belongs to his own class, but has special instruction for certain subjects)

   D: Supplementary hours

   E: Help during regular classes

   An effort is being made to find out how the different forms of auxiliary instruction are evaluated by those particularly concerned: the pupils, parents, teachers.
   There is also interest in analyzing just how much integration/segregation is desirable/not desirable for the person in question. Groups of weaker pupils, the medium groups and groups with high ability and performance levels are represented.

7. 1) Approximately 1700 pupils in the compulsory comprehensive school, with main emphasis on 3rd grade and 6th grade pupils.
   2) Approximately 1700 mothers of the abovementioned children: point 7/1)
   3) About 530 teachers

   The samples were taken from
   2 schools for backward children in Oslo
   14 schools <u>with</u> classes for backward children in Oslo
   14 schools <u>without</u> " " " " " "

8. Mainly: Questionnaires (written and oral instruction)
   Interviews
   Tests of maturity
   Classroom performance tests

10. 1 project leader, 3 advisors on methods, EDP, etc.
    10 people who have helped in collection of material
    2 coders, program punchers, etc.

11. a. 1968
    b. Part-reports are expected to be published, the first of them during the present school-year.

1. The comprehensive continuation school in Oslo, commercial and office course. An analysis of the instruction plans in commercial and office subjects, seen in relation to the users'(pupils and labour market) needs and interests.
2. Section for educational development activity, Kampen School, Oslo 6.
3. Peik Gjøsund, cand. mag. Project leader
4. The project is in progress.
5. As a report from the section, Oslo, Spring 1973.
6. Background: Establishment of the 2-year comprehensive continuation school is relatively new, and various experiments are in progress in order to make the school function as well as possible for pupils, teachers and society. As regards the commercial and office course the teachers, on the basis of the existing pupil-material, have had the experience that the pupils have in part great difficulties with the instruction. They are interested, therefore, in reasonable improvements both methodologically and in the curriculums that are available. First and foremost, in their opinions, the work must be concentrated on a reconstruction of the curriculum.
   Objective: The instruction offer that is made is to represent a reasonable challenge to the groups of pupils to a greater degree than is now the case, and
   the offer is to be such that people with this education have real possibilities on the labor market.
7. Pupils in the comprehensive continuation school in Oslo, taking the commercial and office course, 50 pupils.
   Users on the labor market, private, municipal and government offices, about 300, as representative as possible.
   Teachers at the municipal commercial schools in Oslo, about 30.
8. Questionnaires
10. a. 1
11. a. April 1972
    b. February 1973

1. Expanded number of hours and changed program in physical education instruction at the primary school level.

2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.

3. Bård Husby, cand. pæd. Project leader.

4. The project is in progress.

5. One report has been published on the project, which may be obtained upon application to the Section (see point 2, above, for address).
"Physical Education at the Primary School Level. Experiment with Expanded Number of Hours at Sagene School 1970-72".
Oslo, Office of the Superintendent of School Inspectors, 1972.
71 p + appendix.
Report no. 2 will appear in the fall of 1973.

6. Effects of expanded no. of hours and changes in content and method in the subject of physical education at 1st to 7th grade levels.
Objectives, in particular:
Content renewal of the subject. Study of effects on pupils' well-being, subject preferences, attitude to different physical activities, effects on preferences in spare time activities of sports type, effects on physical performance abilities. Try to find new organizational forms/ grouping forms in the instruction, new working ways/methods, new ways for content integration with other subjects.

7. One experimental school with 13 classes, 1st to 6th grades (about 330 pupils)
One control-school, approximately the same size and with the same location.

8. Interviews, questionnaires, reports from the teachers, physical tests.

9. The experimental school's pupils show a more positive attitude to the school, evaluate the subject of physical education higher than the control pupils do, are more positive towards a number of physical activities.
The experimental effort has been of importance for activities during the recesses (more than previously), has affected positively the social conditions in the school environment.
The experiment has resulted in a number of new activities, among these activities in which other subjects are brought in and of which dramatizing and rhythmics are a part.
The experiment has offered a number of new working methods and methodological guidelines for instruction.
A number of persons and institutions that are not connected to the experiment have expressed interest in the ideas that have been concretized through this arrangement.

10. Besides the project leader: 4 teachers at the experimental school and persons attached for routine duties (such as coding).

11. August 1970
? ?

12. Municipal funds

1. NEW ARITHMETIC, A MATHEMATICS PROGRAM FOR THE COMPULSORY COMPREHENSIVE SCHOOL TRIED OUT SIMULTANEOUSLY IN OSLO AND COPENHAGEN.

2. Oslo: Local Superintendent of School Inspectors' Office, Section for Educational Development activity, Kampen School, Oslo 6.

3. Kjell-Eirik Johannessen, consultant. Project leader. Cand. mag.

4. REPORT ON THE COOPERATIVE PROJECT OSLO- COPENHAGEN. Office of the Superintendent of School Inspectors in Copenhagen, Section for Educational Development Activity, Copenhagen, 1972.

6. Objectives: Evaluation of the content and methods of textbooks, evaluation of reactions from teachers/pupils/parents and comparison of pupil performances in the experimental and control classes.

7. In 1972/1973:
   Copenhagen: 10 4th grades and 10 3rd grades, approximately 500 pupils.
   Oslo: 10 4th grades and 10 3rd grades, approximately 480 pupils.

8. Questionnaires to the teachers.
   Classwork exams and specially constructed tests for the pupils.

10. a. 2
    b. 50

11. August 1969
    August 1975

12. Oslo and Copenhagen Municipalities and the Danish Gyldendal and the Norwegian Aschehoug Publishing Companies.

1. Reorganization of beginner instruction in the open school (OBU).
2. Section for educational development activity, Kampen School, Oslo 6
3. Astrid Kåss, project leader, teacher in special education.
4. The project is in progress
5. Local Superintendent of School Inspectors in Oslo, Section for educational development activity, Oslo, 1972. (The name of the publication is not determined, and the publication is expected to appear before the end of the year)
   Report from the Section for Educational development activity.
6. The experiment aims at carrying out a program that educationally and organizationally is marked by flexibility, so that the individual pupil can obtain as well-suited an instruction offer as possible.
7. The experiment is being tried at two schools, Kampen and Smedstua, in the 1st, 2nd and 3rd grades.
   At Kampen there are two parallel classes, and at Smedstua there are three parallel classes.
8. Interviews, questionnaires, tests.
9. It is too early to make any statement.
10. The project leader is a student teacher with special training in primary school education and special education. Other contributors are employees at the two schools in which the experiment is taking place, the principals, the social welfare teacher, teachers, the school clinic personnel, the school hostesses, the office personnel and substitutes.
11. a. Fall, 1971
    b. ?
12. Municipal funds.

1. Experiment with classes with a lower-admission-age.
2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.
3. Kristin Lang, cand. mag. Project leader.
4. The project is in progress.
5. Local Superintendent of School Inspectors: Section for educational development activity.
6. The ordinary admission-age for Norwegian school children to the 9-year compulsory comprehensive school is 7 years. It was becoming necessary to gain more general experience with a somewhat lower admissions-age in Norway also. Many European countries have lower admission-ages, and many people believe that children today mature at an earlier age and that it would perhaps be correct to lower the required admission-age.

   Instruction plans in Norwegian and arithmetic were planned for the first 3 years of the 9-year comprehensive school with younger pupils in mind.

   Objectives:

   a) to follow up classes in which pupils attain the age of 7 between 1 July the year they begin school and 1 July the following year, and see how the specially programmed education works in practice, as well as watch developments in other, different areas (social, emotional, behavioral).
   b) Compare progress, the pupils' reactions and the teachers' experiences in these classes in relation to ordinary classes, and to find out the parents' views on this lowering of the admission-age.
   c) Consider the experiences and results in these classes in relation to ordinary school-maturity experiences, etc.

7. The project includes
   1st - 3rd grades at, experimental classes and normal classes (control classes): Lakkegata School, Karlsrud School, Smestad School, Rødtvet School.
8. Observation, questionnaires, various subject tests and quizzes.
10. a. 1
    b. 13 teachers
11. a. August 1965
    b. May 1973

12. Municipal funds.

1. "Democracy and Cooperation in the Upper Secondary School".

2. Office of the Local Superintendent of School Inspectors, section for educational development activity, Kampen School, Oslo 6.

3. Knut Maroni, Project leader, cand. mag.

4. The project is at the planning stage.

6. There is a desire to continue the work that has already been done in the 9-year compulsory comprehensive school. We refer to Report no. 11 - "Forms of cooperation in the School", to Report no. 15 - "Democracy in the School", and Report no. 16 - "The Experimental High School in Oslo, 1967-1971".
   The objective of the experiment is to investigate just what the individual school concretely wants in the way of changes, how these may be realized and how this affects the working situation.

8. Interviews, questionnaires

11. September 1972

12. It is assumed that municipal financial support will be given.

1. English in the 4th Grade.

2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.

3. Marit Solheim Rustan, teacher of education. Project leader

4. Completed.

5. "ENGLISH IN THE FOURTH GRADE. EXPERIMENT IN OSLO 1967-71".
Section for educational development work (see point 2, above), Oslo, 1972. 58 p + appendix.
This published report on the project may be obtained by application to the address given under point 2, above.

6. To gain experience with the teaching of English in the 4th grade. Special emphasis was placed on trying out a typically oral method in the beginning instruction that exploited the children's imitative abilities and that did not bring their different levels of intelligence too much to the fore.
To gain experience with the use of language programs planned for tape-recorder and written projects.
To investigate what the effect would be if the two hours weekly for English were to be divided into four periods of about 20 minutes each.
To investigate whether English lessons at such an early age would have an unfavorable effect on the learning of other subjects.

7. 13 schools, 54 classes, about 1350 pupils.
No form of selection was made.
(Those schools that wanted to be a part of the experiment were generally allowed to participate, but to a certain degree it was necessary to limit the number of classes in order to keep the experiment within the planned framework).

8. Interviews, questionnaires, reports from the teachers, observations of the classes, language testing.

9. With the use of the instruction plan, which utilized an oral method for the beginning instruction, it was shown in the experimental classes that even the weaker pupils gained a very positive attitude towards the subject.
All of the experimental teachers (42) have expressed positive attitudes towards English instruction in the 4th grade.
Six different instruction plans that were used in the experiment have been described and evaluated. The experiences have been passed on to the Oslo teachers in the experiment report. This may be of benefit to the individual school in choice of textbook.

The publishing companies have also received an orientation on the impressions gained following the experiment. Several publishing companies are making revisions on the basis of the experiences from the Oslo schools.

With the introduction of English in the 4th grade in Oslo, beginning with the school-year 1972/73, the Section (for educational development activity), in cooperation with the Pedagogical Centre, has oriented teachers of English by course activities and meetings on the experiences gained during the experimental period.

The Section is evaluating possibilities of experiments with English at a lower class-level than the 4th grade.

10. 42 teachers besides the project leader.

12. Municipal funds.

1. Unified Classes in the Comprehensive School. (Non-streamed instruction). Experiments in Norwegian, English, mathematics and German on the 8th and 9th grade levels.

2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6

3. Åsmund Rønjom, cand. pæd. Project leader.

4. The project is in progress.

5. At present, report no. 1 on unified classes. Issued by the Office of the Local Superintendent of School Inspectors, Section for educational development activity, Oslo. 1972. 43 p.
   (periodical) NERDRUM, Jan Bredo: "The Experiment with Unified Classes". NORSK SKOLEBLAD (Norwegian School Journal), no. 24, 10 June, 1972. p. 1120 - 1159.

   The report is issued by the Office of the Superintendent (see point 2, above).

6. The main objective of the experiment to to try new paths in differentiation in the Comprehensive School.
   An effort will also be made to clarify how high the expenses will be in a general introduction of unified classes.
   Included in the experiment is an integration of special instruction in ordinary classes, also.
   It is expected that increased possibilities for teacher cooperation will result in equally good or better social relationships between different groups of pupils. It is assumed that subject performances will be at approximately the same level as for streamed subjects.

7. About 600 pupils distributed among 8th and 9th grades.
   Two control-schools with approximately the same number of pupils at each.

8. Questionnaires to the pupils and parents.
   Interviews with pupils, teachers and the school administration.
   Observation.

9. There appears to be a trend towards the pupils enjoying themselves more at school after the experimental arrangement was introduced. The pupils are also less fearful of being unsuccessful than they were at the same school the previous year, when there was instruction in streamed classes. There are also indications that it will be possible to integrate pupils into ordinary classes who have previously been sifted out into remedial and observation classes.

9. (cont.)

Cooperation among the teachers has been given much thought. Classes were planned two by two for parallel work in the written subjects. Each two classes have three teachers working with them. A fixed time has been set aside during which these three teachers, with a representative of the pupils in each class, plan the instruction. Both the teachers and the pupils think that this cooperation is of very great importance. It is assumed that the plan used here will help to form the pattern when the non-streamed instruction is to be introduced on a national basis.

10. One project leader attached to the Section for educational development activity.

b. About 30 teachers. Of these 4 are subject specialists in the written subjects. Assistants have been used for collection of data, coding and routine duties.

11. a. August 1970

b. June 1975

12. Increased expenses for the school in conjunction with the project were covered by the city of Oslo, through the Office of the Local Superintendent of School Inspectors - Section for educational development activity.

1. Experiment with French as an elected subject instead of German, in the Comprehensive School.
2. Office of the Local Superintendent of School Inspectors, Section for educational development activity, Kampen School, Oslo 6.
3. Aud Marit Simensen, Project leader, cand. mag.
4. The project is in progress.
5. Report from the Superintendent of School Inspectors in Oslo, Section for educational development activity, will be published during 1973.
6. 1) To try out the subject at this age-level.
   2) To attempt to find a favorable instruction plan and a suitable method for this age-level.
   3) To try to find suitable forms for quizzes and examinations in agreement with the objectives, the program and the methodology.
7. 7 comprehensive schools participated during the school-year 1970/71
   17 " " " " " " " 1971/72
   17 " " are taking part " " " " 1972/73
8. Process analysis of the instruction methodological experiment.
   Product analysis with the aid of different tests, trial methods.
   Questionnaire surveys to the participants.
10. a. 4 (two from schools, two textbook publishers from the University of Oslo).
    b. approximately 40 teachers.
11. a. August 1970
    b. 1973
12. Oslo School Board

1. Education project.

2. Institute for Industrial Environment Research, Norwegian Technical University (NTH), (attached to the Engineering Research Foundation at NTH, SINTEF), 7034 Trondheim.

3. Thor Paasche, university lecturer.

4. Partially completed.

5. Progress report, December 1969: PAASCHE, Thor: Progress Report, Education Project. NTH, Trondheim, Institute for Environment Research, 1969, 10 p.

6. Social and psychological factors that affect young people's choice of education and occupation.

7. Casual selection of school pupils in the 7th and 9th grades of the comprehensive school, as well as the graduating classes from the upper secondary schools in Vestfold County (1500 pupils, 1000 parents).

8. Questionnaires to pupils and parents, with grades from the school.

9. The analysis has, up to the present time, shown marked differences between girls and boys, and between pupils from the science and the English courses, as regards occupational values orientation. These differences are expressed particularly in conjunction with the preference for occupations offering possibilities for the realization of a person-oriented system of values versus a "thing"-oriented system. The results give further support to the general assumption that values-orientation affects the choice of education and occupation, so that people who choose occupations within different vocational categories (such as service, business, scientific or general cultural occupations) differ from each other insofar as the values they attempt to realize are concerned (such as a person-orientation, self-realization, status or thing-orientation). We have been especially interested in the relative importance of values orientations, school performances and social background factors as determinants in the choosing process.

   In the analysis of data we have made a special study of any interaction effects between disparate, independent variables.

10. a. 2
    b. 1

11. a. 1967
    b. 1973

12. Norwegian Research Council for Science and the Humanities (NAVF) and The Norwegian Technical University (NTH).

1. The NTH-Project (studies of the training for civil engineers).
2. Institute for Industrial Environment Research, The Norwegian Technical University (NTH), (attached to the Engineering Research Foundation at NTH (SINTEF), 7034 Trondheim.
3. Thor Paasche, university lecturer.
4. The project is in progress.
5. (Thesis) PAASCHE, Thor: Proposals for the program of studies on civil engineer training (NTH-Project).
   NTH, Trondheim, Institute for Environment Research, 1971. 15 p.
6. The studies and instruction conditions at NTH in a social-psychological light. Study of transition from student life to working life.
7. Students in the 1st year course in the Architecture, Electro, Chemistry and Mechanics departments at NTH, as well as students in their 2nd - 4th years in the Electro and Chemistry departments. The students in the Electro and Chemistry departments will be followed up during a 4-year period.
8. Questionnaires. The pilot study has been based on literature studies and interviews.
10. a. 3
    b. 1
11. a. 1971
    b. 1975
    The first part-project is expected to be completed during 1973.
12. The Norwegian Council for Scientific and Industrial Research (NTNF) and The Norwegian Technical University (NTH).

Major Trends in Educational Development in 1971/72 and 1972/73

1. Major educational problems

The school is the largest work-site in Norway. Every fourth Norwegian works there - as a student or teacher , in the primary school or the upper schools. By the middle of the '70's the nine-year compulsory comprehensive school will have been introduced into all Norwegian communities. This is really a milestone in the development of Norwegian education.

The expansion of the seven-year compulsory school into a school with nine years of compulsory education took place rapidly in the '60's, and it was clear at an early date that this reform would have to be followed by a reform of the upper secondary schools. In 1963 a committee appointed by The Ministry of Education & Ecclesiastical Affairs began work on a proposal for changes in the structure and content of the gymnasium. The committee presented its recommendations in 1967. The most important change that the committee has suggested is the transition to a structure with a first, general year to be followed by two years with steadily increasing diversification and increasing freedom in the choice of subjects for the individual student.

Experiments are now in progress with the new gymnasium structure at several of the upper secondary schools in Norway.

In 1965 the Government appointed a committee for the task of evaluating the need for education and training of the age group 16-19 years as well as presenting a plan for the development of a school system that will offer all young people in this age-group equal opportunities for their education and growth of personality. The name of the committee is "The School Committee of 1965". The committee presented a declaration of principles in 1967; in 1969 it presented a detailed concept of curriculum plans for experimentation, and in 1970 the committee completed its activities by expressing its opinion on the expediency of a common law for upper secondary schools.

In accordance with the proposals from The School Committee of 1965 the following appeared: Recommendation from The Ministry of Education & Ecclesiastical Affairs of 23 June 1972: Ot. prp. no. 5 (1972/73). Concerning the Act on the Upper Secondary Schools.

This recommendation follows the proposals from The School Committee of 1965 in its main points. Ot. prp. nr. 5 (1972/73) was rescinded by the Government on 12 January 1973 and replaced with Ot. Prp. nr. 29 (1972/73). This proposition differed from the earlier proposation in a number of aspects. According to plan the Storting (The Norwegian Parliament) is to discuss the proposed act during the Spring Session 1973. The plans are for the reforms in secondary education to be implemented approximately by 1980.

2. New orientations

Today the school system demands a major part of the public resources and its share will undoubtedly increase in the years to come. The objective is to develop an educational system for all age groups from the pre-school age to adult education. The aim is to continue the development of the school into a comprehensive school that will offer relevant and realistic school offers for everyone in the society from the time they are of pre-school age until they become adults. On this premise great efforts have been expended in expanding the school system out in the districts, so that all rural schools can make relevant offers. In the planning of the new schools and of what the new school can offer the development of a school with diversified school offers has been stressed. The structure of the new educational system has taken into consideration the objectives of the current school offers. Particular note should be taken as to what is being done to find ways of co-ordinating the theoretical and practical education, the vocational preparations in the school.

The Norwegian school system is based in principle on a comprehensive policy. It distinguishes between general and vocational education.

But the different types of education are approaching each other in that:

(a) several of the basic educational types are being integrated, such as the vocational and general education at the vocational schools and in the general schools. At present an officially appointed committee is working on the question of greater joint activities in the different types of education.

(b) vocational education will also fulfill the requirements for study at institutions of higher learning when this secondary education is supplemented with some general subjects. The division between vocational and technical education is disappearing, following the new guidelines for the Norwegian educational system. This means that a vocational education can now be the first step towards the highest technical education.

Developments are towards increasing coordination of education, training and employment.

Vocational training is given at schools of different types at various levels. This is shown in, among other things, the decreasing number of training contracts in industry, a decrease that is keeping step with the expansion of the school systems in the various sections of the country.

It is still the relatively basic education in school that is followed by further education and practice in industry, however. In general, cooperation is good between the manpower authorities and the educational system. The manpower authorities can start special courses (usually lasting for a short time) when this is necessary. This is also done to a great extent, for example during periods when these courses are needed to counteract unemployment among the youth.

The views and opinions of the users are taken into consideration by the official committees - the councils of experts in the different sections of the educational system. Representatives from industry are also members of these councils. In addition, industry's views are also expressed at meetings,

symposiums, etc., which receive Government support to discuss various school questions and problems.

Education in relation to manpower needs

(a) The manpower authorities express their views on new educational policies in each county.

(b) The institutions that are to accept the students express their recommendations as to content and subject specialization.

(c) Up to the present time there have been national plans for the development of vocational training for the whole country. These have been passed by the Storting for periods of approximately 5 years. The implementation of the national plans will now be decentralized and left to the individual county.

Equality of opportunity

(a) According to the proposed act there will now be "the right to schooling" for the 16-19 year-old group. Experiments with folk high schools for 16-year-olds are also underway.

(b) Emphasis is being placed on the decentralization of secondary education.

(c) Importance is also given to suitable grant arrangements.

(d) In the Norwegian educational system it is emphasized that in granting admission to the different types of schools, practical experience in industry and theoretical training are to be given equal value. Diversification in the schooling should be delayed as long as possible.

Policy trends

(a) The education authorities are in favor of combining general, vocational and technical education.

(b) The Government is taking measures to extend the present length of studies at secondary level. (Refer to Ot.prp.nr. 5 (1972/73).

(c) The major trends in the organization of vocational training are to combine the education in school and vocation, coordination in school and occupation of the fields in question.

(d) Trends in the organization of secondary education are, among others, re-schooling courses, courses to achieve increased competence, under Government auspices and with Government subsidies.

3. Educational innovations

Primary school

As mentioned above Norway has a nine-year compulsory comprehensive school, and this reform began with the school-year 1973/74, after experiments with the nine-year comprehensive school had been carried out for a number of years in many communities. Approximately 430 of the 449 communities have already started with the nine-year compulsory comprehensive school in 1972/73. The new directive framework plan for the primary school that replaced the standard plan of 1939 and "The Curriculum for Experiments with the Nine-Year Comprehensive School" were implemented for the primary classes in 1972, and will be introduced in the 7th grade, the comprehensive school, in the fall of 1973.

The directive framework plan includes an overview of the tasks of the primary school, of the teaching materials/subject plans, differentiation, working conditions, teaching aids, student counseling, auxiliary measures, pupils in mixed language districts, elective school offers and the alloting of hours for each subject. Beginning in the fall of 1973 the Ministry intends to allow a 5-day week to be carried out in the primary school.

Pre-school

The pre-school system in Norway is based on three main points:

(a) Day institutions and pre-school classes are an educational offer.

(b) Day institutions can be a social-political measure - the freeing of a much needed mass of labour in the form of women.

(c) The day institutions, and to some degree the pre-school classes, can serve as an auxiliary measure.

In the Act of 13 June 1969, The Nine-Year Compulsory Comprehensive School, § 2, paragraph 3 allows the communities to initiate voluntary instruction in a pre-school year. Some communities have already started pre-school classes on their own initiative, but there are plans for expansion in this sector.

Special schools

The Ministry has presented the proposition for changes in the Act on the nine-year school, in which proposals for special instruction are included and in which the authority relegated to the communities is somewhat expanded. It is assumed that there will be an increase in the number of communal special classes and schools in 1973.

The upper secondary school (the gymnasium)

The Ministry has presented a proposition on the Act on the Gymnasium, in which all types of schools under the jurisdiction of the Ministry of Education & Ecclesiastical Affairs based on the Nine-Year School have been included. It must be assumed that there will be a great expansion in school development and an increase in the number of pupils, in the general studies also, which is the name proposed by the Ministry for the education offered by the gymnasium today.

The Ministry assumes that the extensive experiments in the reform gymnasiums and the two-year basic course will become the regular course for the first-year students in 1974.

Teacher training

The Ministry has presented a proposition for teacher training in which a proposal is made that the teacher training schools should be called Schools of Education and offer a three-year course of training and supplementary training. It must be assumed that there will be transitional arrangements,

and the aim is to increase the number of three-year trainee classes with some specialization included.

The Ministry proposes a sharp increase in the number of classes for pre-school teachers; It is estimated that 10 extra classes will also be needed in 1973.

Course activity

The Ministry is working towards greater coordination among the teachers' training offered by the State, the schools of education and the school directors, in order that the offers of refresher courses can be more widespread and increase in number.

Adult education

Insofar as is possible adult education is to be placed on an equal footing with the education of young people, refer to St.prp.nr.92 (1964/65). Increased activity in adult education in different fields - together with the work of promoting this equality, demands increased funds for adult education. The educational system also has responsibilities where adult education is concerned, particularly the adult training that corresponds to the regular youth education. It is a prerequisite that the program of instruction in the different types of schools be used for adult education.

District high schools

For the first time in the spring of 1973 high school candidates will receive their diplomas from all of the six district high schools now in operation. The district high schools can become an important opportunity for further education.

The work of developing new directions for study and of expanding the number of elective subjects is in progress. In 1971 a new course was initiated in public administration, one in the social sciences and humanistic studies, one in the study of nature conservation and engineering studies in oil technology. In 1972 students were accepted for two-year courses in systematics and data processing, tourism and travel, fisheries subjects and for a three-year

course offering technical-economic training. As regards the general subjects it should be noted that detailed study plans have been drawn up for the most central subjects, and this work will continue so that the offers will gradually cover those areas where set plans of study are desirable. Within the framework of the proposal for 1973 the existing subjects will be expanded, but the offers of studies will also be expanded. A course for the training of translators is at the planning stage. Up until now there has not been any kind of instruction available in this country for the training of interpreters of the European languages. The present translator examinations are not based on any fixed plan of instruction, and this leads to many of the candidates failing the examinations. It is possible that the training of translators will be developed by a joint Nordic effort, but within each country this training must be done on a national basis. Detailed plans are to be drawn up for this course, and it is possible that instruction can begin in the fall of 1973.

THe XXI Meeting of Rectors of Norwegian Universities and Institutions of Higher Education appointed a committee, The Committee on Matriculation, to study the question of alternative paths to admission to Norwegian universities and higher educational institutions.

The Committee on Matriculation has recenly presented its proposals of recommendations for new regulations for admission to studies at Norwegian universities and higher educational institutions. The committee recommends, among other things, that admission be granted for studying without the applicant's having the examen artium (the examinations passed on completion of the upper secondary school, the matriculation examinations), on condition that the student otherwise has the technical basis for the studies he/she wishes to pursue. (Refer to "Veier til universiteter og høgskoler". Universitetsforlaget - Oslo - Bergen - Tromsø, 1971).

4. Educational research

Educational research is carried out at the Institute for Educational Research, University of Oslo. There are also educational institutes at the universities in Trondheim and Tromsø. In the fall of 1972 the National Council for Innovation in Education sent out a questionnaire on behalf of the Council of Europe, surveying Norwegian educational research 1971-73. Answers have been received from eleven research institutions, covering a total of 41 projects and 40 descriptors of these projects. The publication is dated 15 November 1972, and will be published by the Council of Europe. The names of some of the research projects from this survey describe some of the main sectors in Norwegian educational research: "The education ideology of different social groups, with special interest in the importance of the education-ideological conflicts for the pupils' level of well-being"; "Connection between personality traits and behavior in the didactic role"; "The integration of mentally retarded children in the regular school, Educational-Psychological Guidance Offices"; "Moral judgment in Piaget's research tradition"; "Youth in an urban society. A social-pedagogical study of Oslo youth". This project reveals marked variations between young people from Oslo's working-class area (East side) and the middle-class districts (Mid-west area), both as to type/extent of education, membership in free-time organizations, etc. The social- ecological differences reinforce the socio-economic variations (refer to"the social context" thesis).

A number of the projects have a connection with individual subjects, tasks and problems in the school situation such as "A study of teacher effectiveness"; "Achievement motivation and achievement anxiety". The results here are mainly of "technical importance", in other words in relation to test-methodological questions - "Evaluation of pupils, mothers and teachers of different forms of auxiliary instruction". "Democracy and cooperation in the upper secondary school"; "Special instruction and the training of special

teachers during the 1960's. A post-study". "Norwegian adaptation of the Illinois Test of Psycholinguistic Abilities". "Conceptions of occupations and educational directions in the school environment". The results here seem to indicate that school youth is given knowledge of a limited register of occupations that are particularly "visible" and immediately understood.

"Environmental education in the 9-year compulsory comprehensive school". The results and aims here are the development of the educational system-thinking for use in pre-fabricated instruction"; "Modernisation of mathematics teaching". Result and aim: training of the teachers, development of the textbooks, experience in practical instruction. "Individualized mathematics instruction (Norw. IMU)"; "Pupil performances in large and small comprehensive schools"; "Individualized instruction in large and small comprehensive schools". Main objective here: To obtain knowledge and insight that can form a more definite basis in the question of locating comprehensive schools.

"Factors in language perception". The results have certain implications for the diagnosing of language difficulties. "Experiment with French as an elected subject instead of German in the comprehensive school". "Expanded number of hours and changed program in physical education instruction at the primary school level". The experiment has offered a number of new working methods and methodological guidelines for instruction.

These and other research projects of similar types show that there are a number of projects that have been completed or that are still in progress on current problems in the schools and educational research. The conclusions and results of these projects have been of value for the school and educational practice. The research program has influenced education discussion and has been cited and discussed at conferences and seminars. Some of the research projects have been approved for the Ph.D degree at the University of Oslo. Others of these projects are still in progress and their results will be presented in the future.

The financing of Norwegian educational research is, for the most part, arranged through the Norwegian Research Council for Science and the Humanities (NAVF).

In 1970 a special article (Art. 383) was established in the national budget for funds for school research. This article has been retained ever since. The background for this funding was that a need was felt to allocate a definite sum for the carrying out of need-oriented research projects within the education system.

This grant to school research is given with no definite mandate and without any other directives than the name of the article, "School research". The grant is placed in the budget of the Ministry of Education & Ecclesiastical Affairs and left to the discretion of the Ministry. The grant is distributed (and administered) by the General School section. The accounting aspect of this administration is left to the NAVF.

Up until the present time the procedure for the allocation of the money has been that researchers and/or research institutions, on the basis of an invitation from the Ministry of Education & Ecclesiastical Affairs, send in proposals for projects. The invitation from the Ministry is unspecified, in that the problem sectors that will be given priority are not defined. It is the research interests that determine the type of the projects. There are indications that this is a practice that will be discontinued as of 1973, in favor of a procedure in which the Ministry will ask for bids according to more of a need-oriented overview of what research projects the Ministry wants carried out.

The concrete procedure for the distribution of the funds to school research may be divided roughly into two phases, each of which has its special functions.

1. Professional evaluation and provisional granting of priorities.
   Since the Ministry has not, up to the present, been able to muster adequate competent expertise, it has appointed an advisory committee of experts to be responsible for this work. This committee has been comprised of members of the National Council for Innovation in Education, as representatives of those considered as "the users" of school research - and of members of NAVF who primarily are supposed to represent the professionally competent expertise.
   This committee has, after having evaluated the applicants according to the relevance and professional feasibility of the projects, made its recommendations to the Ministry of Education & Ecclesiastical Affairs, which has the responsibility for
2. the final granting of priorities and the final authority.
   This function is carried out by the section for the General School in conjunction with the political administration, other offices in the Ministry and the other councils of experts.